



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12171564
SAU: MSAD 23
School: Carmel Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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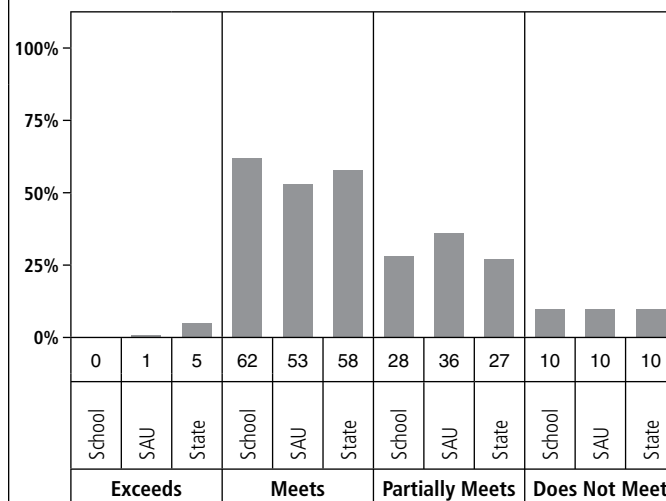
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 23
School: Carmel Elementary School

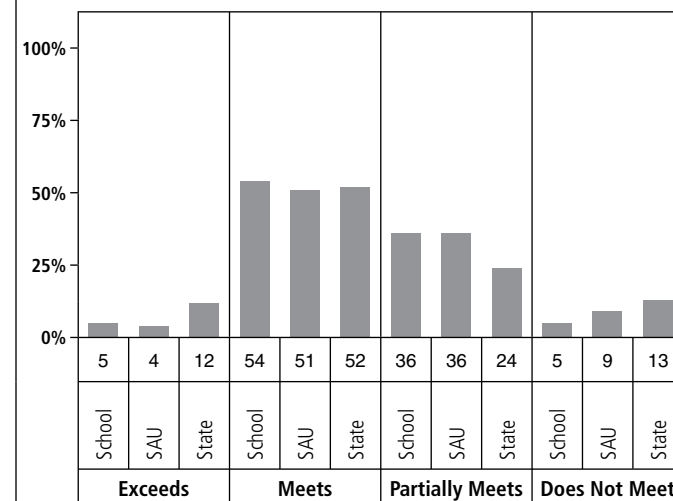
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	543	541	544
2006–2007	539	539	544
2007–2008	543	542	545
Cum. Avg. *	542	541	544
Mathematics			
2005–2006	543	540	543
2006–2007	542	541	546
2007–2008	545	544	546
Cum. Avg. *	543	542	545
ELA – Writing			
2005–2006			
2006–2007	537	538	541
2007–2008	537	538	538
Cum. Avg. *			

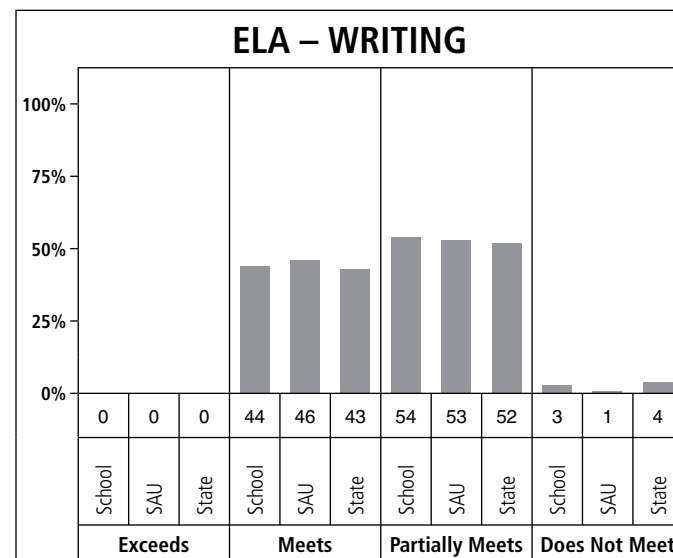
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: MSAD 23
 School: Carmel Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School			SAU			ELA-Reading						Mathematics						ELA-Writing					
	n		%		n		n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	39	100	70	100	14240	100	39	100	70	100	14157	100	39	100	70	100	14156	100					39	100
Ethnicity African American/Black	1	3	2	3	404	3	1	100	2	100	396	98	1	100	2	100	398	99					1	100
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100					0	0
Asian or Pacific Islander	0	0	1	1	201	1	0	0	1	100	199	99	0	0	1	100	199	99					0	0
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99					0	0
Caucasian/White	38	97	67	96	13339	94	38	100	67	100	13274	100	38	100	67	100	13267	100					38	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Identified disability	10	26	14	20	2555	18	10	100	14	100	2528	99	10	100	14	100	2526	99					10	100
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99					0	0
Economically disadvantaged	15	38	27	39	5574	39	15	100	27	100	5528	99	15	100	27	100	5531	99					15	100
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		%		n		n		%		n		n		%		n	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	18	46	43	61	11042	78	18	46	43	61	11006	77					18	46
Identified disability (PET/IEP)	1	6	2	5	396	4	1	6	2	5	404	4					1	6
LEP	0	0	0	0	144	1	0	0	0	0	141	1					0	0
504 plan	0	0	0	0	134	1	0	0	0	0	133	1					0	0
Participation with accommodations	21	54	27	39	2974	21	21	54	27	39	3014	21					21	54
Identified disability (PET/IEP)	9	43	12	44	1996	67	9	43	12	44	1986	66					9	43
LEP	0	0	0	0	175	6	0	0	0	0	189	6					0	0
504 plan	3	14	3	11	76	3	3	14	3	11	77	3					3	14
Other	9	43	12	44	766	26	9	43	12	44	801	27					9	43
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1					0	0
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100					0	0
LEP	0	0	0	0	4	3	0	0	0	0	4	3					0	0
504 plan	0	0	0	0	1	1	0	0	0	0	1	1					0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0					0	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0					0	0

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 23
School: Carmel Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	1	3	1	1	721	5
	2006-2007	0	0	1	2	702	5
	2007-2008	0	0	1	1	659	5
	Cum. Total*	1	1	3	1	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	19	53	32	46	7571	53
	2006-2007	13	41	24	39	7730	55
	2007-2008	24	62	37	53	8195	58
	Cum. Total*	56	52	93	46	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	11	31	24	34	4343	30
	2006-2007	13	41	25	40	4182	30
	2007-2008	11	28	25	36	3800	27
	Cum. Total*	35	33	74	37	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	5	14	13	19	1628	11
	2006-2007	6	19	12	19	1419	10
	2007-2008	4	10	7	10	1362	10
	Cum. Total*	15	14	32	16	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	27.8	57.9	27.1	56.5	29.2	60.8
Literary Text	24	50	14.6	60.8	14.0	58.3	15.0	62.5
Informational Text	24	50	13.1	54.6	13.1	54.6	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 23
School: Carmel Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	0	0	24	62	11	28	4	10	543	70	1	53	36	10	542	14016	5	58	27	10	545
Ethnicity																						
African American/Black	1										2						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	0										1						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	38	0	0	24	63	10	26	4	11	543	67	1	55	34	9	542	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	4	40	4	40	2	20	538	14	0	29	43	29	535	2392	0	26	42	31	536
No	29	0	0	20	69	7	24	2	7	544	56	2	59	34	5	544	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	39	0	0	24	62	11	28	4	10	543	70	1	53	36	10	542	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	15	0	0	10	67	3	20	2	13	542	27	4	48	37	11	541	5454	2	48	35	15	541
No	24	0	0	14	58	8	33	2	8	543	43	0	56	35	9	542	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	39	0	0	24	62	11	28	4	10	543	70	1	53	36	10	542	14011	5	58	27	10	545
Gender																						
Female	23	0	0	13	57	8	35	2	9	543	36	3	56	31	11	543	6766	7	62	24	8	546
Male	16	0	0	11	69	3	19	2	13	542	34	0	50	41	9	541	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	7	50	6	43	1	7	540	20	0	35	55	10	538	1751	1	35	44	21	538
No	25	0	0	17	68	5	20	3	12	544	50	2	60	28	10	544	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	39	0	0	24	62	11	28	4	10	543	70	1	53	36	10	542	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 23
School: Carmel Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	0	0	2	67	1	33	535	14	0	20	50	30	537	5	2	42	34	22	540
B. less than one hour	82	0	0	22	69	8	25	2	6	544	69	2	63	29	6	543	66	5	60	27	9	545
C. one to two hours	10	0	0	2	50	1	25	1	25	537	17	0	42	50	8	541	26	5	61	26	8	546
D. more than two hours	0										0						2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	23	0	0	7	78	2	22	0	0	546	30	5	67	29	0	546	31	7	63	23	7	547
B. They match some of what I have learned.	56	0	0	15	68	6	27	1	5	545	59	0	51	39	10	541	55	4	61	27	8	545
C. They match just a little of what I have learned.	15	0	0	1	17	2	33	3	50	532	9	0	17	33	50	532	11	2	42	37	19	540
D. There is no match.	5	0	0	1	50	1	50	0	0	539	3	0	50	50	0	539	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	18	0	0	7	100	0	0	0	0	549	27	5	74	16	5	547	30	10	68	16	6	549
B. good	64	0	0	14	56	8	32	3	12	542	59	0	49	41	10	541	53	3	59	29	9	544
C. fair	18	0	0	3	43	3	43	1	14	538	14	0	30	50	20	536	15	1	41	40	18	539
D. poor	0										0						2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	21	0	0	6	75	1	13	1	13	542	21	0	57	29	14	541	17	3	45	32	19	541
B. about the same as my regular schoolwork	68	0	0	16	62	8	31	2	8	543	62	0	55	36	10	542	67	5	62	26	7	546
C. easier than my regular schoolwork	11	0	0	2	50	1	25	1	25	541	18	8	42	42	8	545	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	16	0	0	3	50	1	17	2	33	536	16	0	36	36	27	536	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	58	0	0	12	55	9	41	1	5	543	54	0	49	43	8	542	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	26	0	0	8	80	1	10	1	10	545	29	5	70	20	5	546	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	5	0	0	2	100	0	0	0	0	547	10	0	57	29	14	541	18	8	64	20	8	547
B. 20 minutes to an hour	77	0	0	19	63	10	33	1	3	544	57	3	63	30	5	544	56	5	62	25	7	546
C. less than 20 minutes	10	0	0	2	50	1	25	1	25	539	20	0	29	57	14	538	12	2	50	32	15	542
D. I rarely read at home.	8	0	0	1	33	0	0	2	67	531	13	0	44	33	22	539	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	30	0	0	6	55	3	27	2	18	542	23	0	47	33	20	540	26	3	51	32	14	542
B. six to ten pages	38	0	0	7	50	5	36	2	14	541	28	0	39	50	11	539	28	3	59	28	9	544
C. eleven or more pages	32	0	0	10	83	2	17	0	0	546	48	3	65	29	3	545	47	7	63	23	7	546
Optional school/SAU question																						
A.	90	0	0	7	78	2	22	0	0	544	91	0	70	30	0	543						
B.	10	0	0	0	0	1	100	0	0	534	9	0	0	100	0	534						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 23
School: Carmel Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	2	6	3	4	1415	10
	2006-2007	1	3	4	7	1711	12
	2007-2008	2	5	3	4	1617	12
	Cum. Total*	5	5	10	5	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	21	58	31	44	6503	45
	2006-2007	15	48	27	44	6778	48
	2007-2008	21	54	36	51	7284	52
	Cum. Total*	57	54	94	47	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	8	22	20	29	3945	28
	2006-2007	13	42	20	33	3884	28
	2007-2008	14	36	25	36	3341	24
	Cum. Total*	35	33	65	32	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	5	14	16	23	2434	17
	2006-2007	2	6	10	16	1683	12
	2007-2008	2	5	6	9	1778	13
	Cum. Total*	9	8	32	16	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.5	56.7	8.1	54.0	9.0	60.0
Cluster 2: Shape and Size	14	29	7.3	52.1	6.9	49.3	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.1	42.0	2.3	46.0	2.2	44.0
Cluster 4: Patterns	14	29	8.5	60.7	7.9	56.4	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 23
 School: Carmel Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	2	5	21	54	14	36	2	5	545	70	4	51	36	9	544	14020	12	52	24	13	546
Ethnicity																						
African American/Black	1										2						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	0										1						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	38	2	5	21	55	13	34	2	5	545	67	4	54	34	7	544	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	2	20	7	70	1	10	538	14	0	21	64	14	537	2390	2	29	34	35	534
No	29	2	7	19	66	7	24	1	3	548	56	5	59	29	7	545	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	39	2	5	21	54	14	36	2	5	545	70	4	51	36	9	544	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	15	0	0	8	53	7	47	0	0	545	27	0	56	33	11	543	5461	5	46	30	19	541
No	24	2	8	13	54	7	29	2	8	546	43	7	49	37	7	544	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	39	2	5	21	54	14	36	2	5	545	70	4	51	36	9	544	14015	12	52	24	13	546
Gender																						
Female	23	1	4	13	57	7	30	2	9	545	36	6	53	36	6	545	6767	11	51	24	13	546
Male	16	1	6	8	50	7	44	0	0	546	34	3	50	35	12	542	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	6	43	8	57	0	0	543	20	0	35	60	5	541	1755	1	37	39	23	538
No	25	2	8	15	60	6	24	2	8	547	50	6	58	26	10	545	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	39	2	5	21	54	14	36	2	5	545	70	4	51	36	9	544	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 23
School: Carmel Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	0	0	3	100	0	0	537	14	0	20	60	20	536	5	6	39	29	25	539
B. less than one hour	82	2	6	19	59	9	28	2	6	547	69	6	58	29	6	546	66	12	52	24	12	546
C. one to two hours	10	0	0	2	50	2	50	0	0	541	17	0	50	42	8	540	26	12	55	23	11	547
D. more than two hours	0										0						2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	15	0	0	4	67	2	33	0	0	548	25	6	53	29	12	544	38	16	56	19	8	549
B. They match some of what I have learned.	72	2	7	15	54	11	39	0	0	547	65	4	51	40	4	544	48	9	53	26	12	545
C. They match just a little of what I have learned.	8	0	0	0	0	1	33	2	67	527	7	0	20	40	40	533	10	6	37	32	24	539
D. There is no match.	5	0	0	2	100	0	0	0	0	548	3	0	100	0	0	548	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	33	2	15	7	54	3	23	1	8	549	40	11	54	29	7	545	31	24	54	14	8	552
B. good	41	0	0	8	50	7	44	1	6	544	41	0	48	41	10	542	47	8	55	25	12	545
C. fair	26	0	0	6	60	4	40	0	0	544	19	0	54	38	8	543	19	2	43	35	20	539
D. poor	0										0						3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	10	0	0	2	50	2	50	0	0	542	13	0	67	33	0	543	18	5	42	30	22	540
B. about the same as my regular schoolwork	85	2	6	18	55	11	33	2	6	546	81	5	51	35	9	544	66	11	55	23	11	547
C. easier than my regular schoolwork	5	0	0	1	50	1	50	0	0	546	6	0	25	50	25	538	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	18	0	0	3	43	3	43	1	14	541	19	0	38	38	23	538	21	10	48	26	16	544
B. two or three days a week	36	2	14	6	43	6	43	0	0	547	34	8	54	33	4	545	36	13	54	23	10	547
C. two or three times each month	26	0	0	8	80	2	20	0	0	548	20	0	71	29	0	548	27	12	54	23	11	547
D. never or almost never	21	0	0	4	50	3	38	1	13	542	27	5	42	42	11	543	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	8	0	0	1	33	2	67	0	0	541	6	0	50	50	0	542	7	12	44	25	19	543
B. two or three days a week	21	0	0	5	63	2	25	1	13	543	17	0	67	25	8	544	30	13	53	23	11	547
C. two or three times each month	38	1	7	9	60	5	33	0	0	548	30	5	52	33	10	544	34	12	54	23	10	547
D. never or almost never	33	1	8	6	46	5	38	1	8	545	47	6	45	39	9	543	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	10	0	0	0	0	3	75	1	25	534	20	0	43	50	7	540	7	7	40	25	28	539
B. 30–45 minutes	18	0	0	3	43	3	43	1	14	545	31	0	45	41	14	542	31	7	49	29	15	543
C. 45–60 minutes	41	0	0	10	63	6	38	0	0	544	30	5	57	33	5	545	40	12	55	23	10	547
D. more than 60 minutes	31	2	17	8	67	2	17	0	0	551	19	15	62	15	8	549	23	18	54	19	9	549
Optional school/SAU question																						
A.	90	0	0	5	56	4	44	0	0	542	91	0	60	40	0	542						
B.	10	0	0	0	0	1	100	0	0	540	9	0	0	100	0	540						
C.	0										0											
D.	0										0											

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 23
School: Carmel Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 0	0 0	1 0	2 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	13 17	42 44	24 32	39 46	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	16 21	52 54	34 37	56 53	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	2 1	6 3	2 1	3 1	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.6	53.0	10.9	54.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.6	46.7	5.9	49.2	5.6	46.7
Standard English Conventions (Standard F)	8	40	5.0	62.5	5.1	63.8	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 23
School: Carmel Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	39	0	0	17	44	21	54	1	3	537	70	0	46	53	1	538	13972	0	43	52	4	538
Ethnicity																						
African American/Black	1										2						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	0										1						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	38	0	0	16	42	21	55	1	3	537	67	0	45	54	1	538	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	1	10	8	80	1	10	529	14	0	7	86	7	530	2372	0	12	72	16	529
No	29	0	0	16	55	13	45	0	0	540	56	0	55	45	0	540	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	39	0	0	17	44	21	54	1	3	537	70	0	46	53	1	538	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	15	0	0	6	40	8	53	1	7	534	27	0	41	56	4	537	5435	0	32	61	7	535
No	24	0	0	11	46	13	54	0	0	539	43	0	49	51	0	539	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	39	0	0	17	44	21	54	1	3	537	70	0	46	53	1	538	13967	0	43	52	4	538
Gender																						
Female	23	0	0	14	61	9	39	0	0	540	36	0	69	31	0	541	6750	1	55	43	2	540
Male	16	0	0	3	19	12	75	1	6	533	34	0	21	76	3	535	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	5	36	9	64	0	0	537	20	0	30	70	0	536	1745	0	26	69	5	534
No	25	0	0	12	48	12	48	1	4	538	50	0	52	46	2	539	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	39	0	0	17	44	21	54	1	3	537	70	0	46	53	1	538	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 23
 School: Carmel Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	1	33	1	33	1	33	527	14	0	30	60	10	532	5	0	29	57	14	533
B. less than one hour	82	0	0	15	47	17	53	0	0	538	69	0	52	48	0	540	66	0	44	52	3	538
C. one to two hours	10	0	0	1	25	3	75	0	0	536	17	0	33	67	0	539	26	0	45	52	3	538
D. more than two hours	0										0						2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	15	0	0	4	67	2	33	0	0	542	30	0	67	33	0	543	25	1	54	42	3	540
B. good	51	0	0	10	50	9	45	1	5	537	44	0	42	55	3	536	50	0	46	51	3	538
C. fair	28	0	0	3	27	8	73	0	0	537	23	0	31	69	0	538	22	0	29	65	6	535
D. poor	5	0	0	0	0	2	100	0	0	526	3	0	0	100	0	526	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	11	0	0	0	0	3	75	1	25	531	11	0	14	71	14	533	14	0	33	56	10	535
B. about that same as my regular schoolwork	68	0	0	12	48	13	52	0	0	537	64	0	50	50	0	539	65	0	45	52	3	538
C. easier than my regular schoolwork	22	0	0	4	50	4	50	0	0	539	26	0	47	53	0	539	21	0	45	51	4	538
Optional school/SAU question																						
A.	90	0	0	2	22	7	78	0	0	535	91	0	20	80	0	535						
B.	10	0	0	0	0	1	100	0	0	522	9	0	0	100	0	522						
C.	0										0											
D.	0										0											